

## Guidance on Recording “Samples/Examples of Relevant Results” on the Child Outcomes Summary Form (COSF)

The following document was developed to provide guidance to ITEIP Individualized Family Service Plan teams when summarizing children’s current level of functioning and skills using the COSF. Refer to this document for the type of information and level of detail that will provide a rationale for your team’s decision in each outcome area. Please note that the following examples represent functioning for different children of different ages and different levels of development.

### Tips:

Samples/Examples of Relevant Results recorded on COSF should:

- Reflect the child’s functioning and skills in terms of what the child is doing, as well as missing skills and gaps in skill areas.
- Avoid describing discrete behaviors.
- Avoid using very general terms such as “nicely” and “appropriately”.
- Record all relevant sources of information used by teams for each outcome area.
- Summarize functional skills. Direct quotes are unnecessary.

### 1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

- Battelle Developmental Inventory II (BDI II): (*age range in months*) [Child] studies faces. She responds to being held by quieting.
- Family Resource Coordinator (FRC)/Teacher: [Child] is able to play in a small group and stay in circle time activities. She is beginning to follow along with hand motions during songs and games, but only when such activities are very familiar. She is starting to play independently with her peers.
- Occupational Therapist (OT): [Child] initiated an interactive game of throwing the ball back and forth with the therapist.
- Parent: [Child] is primarily interested in interacting with adults. He just watches other children.
- Parent: Plays ball with his cousins. Imitates older brother. Shows concern for others by going to them when they are crying.
- Preschool Language Scale-3 (PLS-3): (*age range in months*) [Child] follows mother with his eyes. Beginning to calm when spoken to in soothing voice.
- Speech Language Pathologist (SLP): [Child] take turns when playing simple games with other children.

## 2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

- Bayley Scales of Infant Development II: (*age range in months*) Follows presented toys with his eyes vertically and in a circular path. He glances between the rattle and bell and turns his head to the sound.
- Birth to Three teacher: [Child] is able to solve puzzles when someone guides her. She can sort colors and shapes with some guidance.
- Hawaii Early Learning Profile (HELP): Uses hand and mouth for sensory exploration of objects (3-6 months).
- Mother: Follows one-step directions. Laughs at silly situations and playfulness. Looks for hidden objects. Brings objects when they are named (favorite stuffed animal).
- Parent: He knows how to use scissors and knows most of his colors. He follows directions without any cues and responds appropriately to, "No, you haven't asked if you could play with that." Mother reports that he will imitate her when she is cooking and cleaning.
- Parent observation: Stays close to mom in public places (malls), but is not cautious around stairs at home or in public.
- Parents: [Child] looks around, she has a favorite toy that she sometimes holds and brings to her mouth.
- Speech Language Pathologist (SLP): [Child] knows where his coat and shoes belong and puts them there. He knows his routine during child care and will transition to the next station after cleanup without being cued. He sits with other children for circle time and uses motions and voice during songs and finger plays.
- Speech Therapist: [Child] understands 50 to 100 spoken words. Child can follow 2-step directions, such as when mom asks him to find his cup and bring it to her.

### 3. TAKING APPROPRIATE ACTION TO MEET NEEDS

- Advanced Registered Nurse Practitioner/Family Resource Coordinator/Home Visit (ARNP/FRC/HV): [Child] sometimes moves her hands toward the bottle. She kicks to remove her blanket.
- Certified Occupational Therapist Assistant (COTA): Good balance for age, runs, jumps on/off objects in the house without falling or injury.
- Childcare Provider: [Child] is able to show you what he wants by guiding you to it or reaching toward what he wants.
- Family Resource Coordinator (FRC): While sitting, [child] is able to reach for toys and watch the activities around him. He looks to his mother for comfort and support if needed.
- Hawaii Early Learning Profile (HELP): Holds own bottle (5.5-9 months).
- Mom: Beginning to indicate to Mom need to use toilet by saying “pee.” Can remove some items of clothing such as shoes and open jacket.
- Mother and provider observation: When [child] is hungry, he maneuvers his mother to his highchair. [Child] will indicate when he is finished eating by protesting with his voice alone or in conjunction with moving his hands away or lifting his arms to request up. [Child] reaches for things he wants and pushes away things he does not want.
- Occupational Therapist (OT): [Child] walks up and down stairs when the occupational therapist assisted him by holding his hand.
- Parent: He will use his fingers to eat a few bites of table food during mealtimes. Eats with utensils most of the time during mealtimes when his mom and dad feed him. He sometimes comes to the dinner table on his own for family mealtimes. He will help his mother and father get his clothes on when dressing by holding his arms out and pushing his arms through the holes of the sleeves.
- Speech Therapist: Goes to refrigerator when hungry and tries to open door.